



Adding Value to the Workplace

Josef Power



higher expectations
better outcomes



Registered
provider

A guide to the successful employment
of people with an intellectual disability
within Local Government Areas (LGAs)
and beyond.

Contents

| | |
|---|-----------|
| 1. Foreword | 1 |
| 2. Purpose of this guide | 2 |
| 3. Why employ staff with intellectual disability? | 3 |
| 3.1. Understand your constituents | 3 |
| 3.2. Expand the talent pool | 3 |
| 3.4. Improve morale and retain employees | 3 |
| 3.5. Improve your absenteeism and workplace incident/injury statistics | 3 |
| 3.6. Improve your competitive edge | 4 |
| 4. Intellectual disability – what you need to know in the workplace | 4 |
| 4.1. What is intellectual disability? | 4 |
| 4.2. How may intellectual disability impact on employment? | 4 |
| 5. Start with your policies and procedures | 5 |
| Employment charter for the employment of people with disability | 6 |
| Australian network on disability factsheet | 6 |
| 6. Identifying roles, recruitment and induction | 7 |
| 6.1. Identifying roles where people with intellectual disability can add value | 7 |
| 6.2. Advertising, interviewing and appointing | 7 |
| 6.2.1. The advertisement | 7 |
| 6.2.2. The position description and daily task list | 8 |
| 6.2.3. Develop a daily task list | 9 |
| 6.3. The interview | 10 |
| 6.3.1 The interview panel | 10 |
| 6.3.2 Before setting up an interview | 10 |
| 6.3.3 At the interview | 10 |
| 6.3.4 Post interview | 10 |
| 7. Legal requirements | 11 |
| 7.1. Duty of care | 11 |
| 7.2. Anti-discrimination legislation | 11 |
| 8. References | 12 |
| Appendices | 13 |
| Appendix 1: Templates that may be useful | 13 |
| Appendix 2: Transformative employment opportunities for people with intellectual disability in Local Government Areas (LGAs) project overview | 13 |

1. Foreword

There is no greater dignity than being in paid work. It is good for our health and wellbeing. It contributes to our happiness, helps us build confidence and self-esteem, and rewards us financially. It gives us an opportunity to contribute to an organisation/business and to the community. It helps us connect.

However, adults with intellectual disability fall within the highest levels of unemployment in Australia. Sadly, many never expect to be in, or experience paid employment.

This resource aims to raise both awareness and expectations regarding the value that employees with intellectual disability can add to Local Government Areas (LGAs) and to businesses in general.

The resource seeks to dispel many of the myths that act as barriers to incredible opportunities for people with intellectual disability. Importantly, it also highlights the business advantages using real stories with real outcomes achieved by catalyst training & disability services over the past years.¹

People with disabilities and carers have contributed to the development of the resource through participation in Steering Committees throughout the 18 months of the project.

The content is supported by the action research conducted by the University of Melbourne.

Funding for the project was made available through an Information, Linkages and Capacity Building (ILC) grant in 2019. The focus of the grant was increasing the economic participation of people with disability. The ILC is one of the ways that the National Disability Insurance Scheme (NDIS) provides funding to empower people with disability to choose and achieve their goals within an inclusive community, leading to increased independence and economic participation.

It is hoped that this resource provides you with the inspiration and the tools to confidently build more inclusive workplaces, where diversity is embraced, and value is evident.

“I do not want pity or charity. I want equal opportunity; equal rights and the opportunity to work. I do not want special treatment. I want the same treatment as everyone else.”

Tim Mackie, member of Steering Committee



1. Unfortunately, due to the restrictions imposed on Local Governments during the COVID-19 pandemic, stories that had been anticipated through the employment of people with intellectual disabilities did not eventuate. Stories used to illustrate the content are drawn from experiences of people with intellectual disability outside of this project.

2. Purpose of this guide

This Guide is for use by managers and Human Resource Departments within LGAs to underpin the development of diverse workplaces. The focus is on inclusion for people with intellectual disability, but can be extrapolated to other employees with diverse needs.

It is practical and uses real stories about people with intellectual disability in paid employment to illustrate different sections.

Team members working alongside an employee with intellectual disability will also find the Guide useful. It has tips

for communicating and supporting an employee with intellectual disability.

The Guide will also be of interest to other businesses wishing to build more inclusive and diverse work teams.



Tim Wright

3. Why employ staff with intellectual disability?

Employing staff from diverse backgrounds makes good business sense.

Employing people with disability can ensure that your LGA best reflects and understands the Local Government Area in which it operates. With one in five Australians living with disability, many residents in the LGA will have a disability.

Like all employees, people with an intellectual disability bring a range of skills, talents, and abilities to the workplace. They can work in all kinds of jobs, with many holding accredited qualifications.

A number of studies and reports document the benefits of employing people with disability, including intellectual disability. International and Australian studies that support the view that once in the right job, people with disability perform as well as other employees and build strong connections with customers. Documented benefits include:

3.1.

Understand your constituents

- Employees living with disability can assist the business to understand what customers with disability may need. This can give an edge over competitors and add to the reputation of the business.

3.2.

Expand the talent pool

- Being open to recruitment of people with intellectual disability gives the LGA the opportunity to canvass all potential employees who bring the skills and talent required for the role. It is possible the best person for the role is a person with intellectual disability.

2. NACBHDD: The importance of work for individuals with intellectual/developmental disabilities, 2018.

3.4.

Improve morale and retain employees

- Employees who work in diverse and accessible workplaces tend to be more engaged, motivated and productive. This includes those employees who do not have disability, and those who do. Employees will tend to stay with the business longer.
- Staff members with a disability can add to positive staff morale and enhance a sense of teamwork.
- Having a culture of employing staff with disability retains current valuable staff members who may acquire a disability during their tenure. You will be ready to support current staff members should they acquire a disability.

3.5.

Improve your absenteeism and workplace incident/injury statistics

- Employees with disability often have lower absenteeism, and lower incidence of workplace injury, contributing to higher productivity.
- Minimisation of complaints around, or breach of, discrimination law.

3.6.

Improve your competitive edge

- Evidence of inclusion often is taken into account when contracts or tenders are awarded. This can expand your business.

The Endeavour Foundation list 19 good reasons to hire someone with intellectual disability on their website (19 good reasons to hire someone with intellectual disability (www.endeavour.com.au) including:

- They are the best person for the job
- You get a different perspective
- People with intellectual disability are often great at innovating
- They can help you understand your customers
- You would be taking affirmative action against discrimination
- It doesn't cost any more, in fact it might cost less
- It could be you one day
- Its easier than you think
- One day they might be the ones hiring you

The story below is taken from the City of Manningham's website www.manningham.vic.gov.au. William Darmody's story was also published in newspapers.

William Darmody known as Buddy

Manningham Council's longest serving employee of 50 years was a man with an intellectual disability, William Darmody.

Now retired, Buddy began his career in 1969 as an eager 16-year-old. Buddy worked as part of a road crew, as a trade assistant, in the workshop and washing/detailing Council fleet cars.

Take a look at the statement on the City of Manningham's website by the CEO, Mr. Andrew Day: 'Fifty years of service is an incredible achievement. The one gift Buddy can absolutely walk away with is the one we all crave for, the love and respect of friends and colleagues.'

Buddy is the only employee in Manningham to have a section of the roadway named in his honour, Buddy's Way, the road into Manningham's Depot Office.

Click here to read more of Buddy's story.

4. Intellectual disability – what you need to know in the workplace

4.1.

What is intellectual disability?

An intellectual disability or permanent cognitive impairment affects a person's overall functioning. A person is born with intellectual disability. An intellectual disability is life-long. The impact can range from mild to profound.

A person with intellectual disability generally has an IQ lower than 70. This can cause challenges for the person – with comprehension, communication, literacy or numeracy. A person with intellectual disability may also have challenges with everyday living tasks such as managing money, personal care tasks or travelling independently.

At the same time, the person has a number of personal strengths. Every person with intellectual disability has a different set of challenges and strengths. Many people with an intellectual disability live independently and can manage their own affairs. Many more achieve productive lives with individual support in areas that are challenging for them. The National Disability Insurance Scheme funds individualised supports for participants with specific needs. Generally, a person's level of life functioning will improve if appropriate personalised supports are provided over a sustained period. This true in both the social and employment contexts.

Approximately 3% of Australians have an intellectual disability.

4.2.

How may intellectual disability impact on employment?

When a staff member with intellectual disability is offered a role at the LGA, it is very important to consult directly with them about the impact of their disability and what supports they will need.

Some of the common challenges a person with intellectual disability may have at work and strategies to address these are outlined in the table below:

| Challenge for individual | Strategies | Support from? |
|--|---|---|
| Learning new tasks and processes | <ul style="list-style-type: none"> Keep it simple Use everyday language Assign a coach from the team (buddy up) | <ul style="list-style-type: none"> Manager Team member (team coach) |
| Dealing with problems as they arise | <ul style="list-style-type: none"> Make sure the person knows who to ask for assistance Have a simple, agreed problem solving list Be patient, the person will learn solutions with practice | <ul style="list-style-type: none"> Manager Team coach |
| Understanding others and expressing themselves | <ul style="list-style-type: none"> Spend time getting to know the person Understand how the person communicates Use the person's preferred method of communication – this could be using Easy English, using pictures, using an electronic communication device or APP. | <ul style="list-style-type: none"> Manager Team coach |
| Thinking practically rather than conceptually | <ul style="list-style-type: none"> Clear and simple position descriptions Practical tasks Avoid concepts e.g., don't talk about OHS, talk about being safe. | <ul style="list-style-type: none"> Human Resources OHS manager |
| Having a firm understanding of time and time management | <ul style="list-style-type: none"> Make sure the person can see a clock and that they can read it Write down how long a task will take and help the person keep to that time until they get used to it Set an alarm on the person's phone (if they have one) to end the time for the task Buy an alarm clock and set manually if required | <ul style="list-style-type: none"> Manager Team coach |
| Having the self-confidence to ask questions or speak up | <ul style="list-style-type: none"> Build a trusting relationship with the person – spend time with them and ask how they are going? Check regularly and give time for the person to tell you what is going well and what is hard for them Watch for performance issues and negative body language Give the person responsibility | <ul style="list-style-type: none"> Team coach |

5. Start with your policies and procedures

In accordance with the Local Government Act, Victorian LGAs should encourage and support active participation in civic life. LGAs must also comply with a range of Federal and State Human Rights laws that protect staff from discrimination, including the *Disability Discrimination Act 1992* and the *Equal Opportunity Act 2010*.

Compliance with these laws and investigation of complaints is overseen by the Australian Human Rights Commission³ and the Victorian Equal Opportunity and Human Rights Commission⁴.

The Australian Network on Disability⁵ has a detailed checklist for organization about 'Corporate Social Responsibility' – the commitment to the communities in which you serve. 'CSR is an important contributor to long-term business success, and should be viewed in a strategic business sense rather than simply for its 'feel-good' factor. It can:

- Enhance your brand, reputation, image and value
- Increase community desire for the service you are offering
- Increase employee loyalty, commitment and morale
- Improve customer loyalty

- Improve culture within the organisation

Your Policy and Procedures should at a minimum include either a Policy or substantial sections within Policies on:

- Equity and Anti-Discrimination and Workplace Harassment
- Human Rights and Responsibilities – with reference to the UN convention on the Rights of Persons with a Disability (CRPD)
- Recruitment of a Diverse workforce with appropriate training and support for Human Resource staff
- Accessibility – physical and cognitive
- Support and professional development for a diverse workforce – including a statement that supports staff members to disclose disability without fear of negative ramifications

Policies are overarching statements about the intent of the organisation. The critical piece comes in the implementation – making diversity and employment of people with disability, including intellectual disability, an embedded part of the culture of the organisation.

LGAs use Employment Diversity Plans or Disability Action Plans as a way to address the challenges of having

their workforce reflect the makeup of their municipality. It is particularly important to set realistic, measurable targets around recruitment of staff with disability.

Most diversity and inclusion initiatives look and sound great. They are usually well meaning, but a vast number prove to be ineffective for people with intellectual disability. This could be due to most inclusion initiatives being developed to comply with corporate governance and regulation.

Most initiatives assume that all new employees can be inducted/trained to fit into the current workplace culture, which may not suit some people, regardless of their abilities.

A good place to start, is to see diversity as an opportunity rather than a problem that needs to be fixed and to learn what skills and qualities a person with an intellectual disability can bring to enhance the workplace. Ask the person directly. Make sure people with intellectual disability are involved in policy development and planning.

Consider putting together a Charter for the Employment of People with disability – as per the Charter provided from Australian Network on Disability.

Anthony Caud



3. The Australian Human Rights Commission Act 1986 articulates the Australian Human Rights Commission role and responsibilities.

4. The role of the Victorian Equal Opportunity and Human Rights Commission is to protect and promote human rights in Victoria. The commission also undertakes independent reviews, investigations, and advocacy activities to address systemic issues and promote human rights.

5. www.and.org.au

5. Start with your policies and procedures continued

Employment charter for the employment of people with disability

Australian network on disability factsheet

It is important for all employers to develop long term sustainable approaches to inclusion of people with disability. We encourage organisations to adopt the following principles in their employment practices:

Equal employment opportunity policy and procedures

Employment of people with disability will form an integral part of all Equal Employment Opportunity (EEO) policies and practices.

Staff training and disability awareness

Specific steps will be taken to raise awareness of disability throughout the organisation.

The working environment

Specific steps will be taken to ensure that the working environment does not prevent people with disability from taking up positions for which they are suitably qualified.

Recruitment commitment

Recruitment procedures will be reviewed and developed to encourage applications from, and the employment of, people with disability.

Career development

Specific steps will be taken to ensure that employees with disability have the same opportunity as others to develop their full potential within the organisation.

Retention, retraining and redeployment

Full support will be given to any employees who acquire disability, enabling them to maintain or return to a role appropriate to their experience and abilities within the organisation.

Training and work experience

People with disability will be involved in work experience, training and education.

People with disability in the wider community

The organisation will recognise and respond to people with disability as clients, suppliers, and members of the community at large.

Involvement of people with disability

Employees will be involved in implementing this agenda to ensure that wherever possible, employment practices recognise and meet their needs.

Monitoring performance

The organisation will monitor its progress in implementing the key points. There will be an annual audit of performance reviewed at board level. Achievements and objectives will be published to employees and in the annual report.

6. Identifying roles, recruitment and induction

6.1.

Identifying roles where people with intellectual disability can add value

As the employment of people with an intellectual disability is very low in LGA's, employers are often unaware of how people with an intellectual disability can add value to the workplace and how many positions could accommodate a person with a disability with adaptation.

Josef Power's story came from just such an adaptation. An architectural firm in inner Melbourne looked at their business, identified where there were challenges for their executive team and identified a part time role that would save them time and add value to their Friday Executive meetings. See Josef's story below:

Josef Power

Josef Power works as an Office Assistant at an Architects firm in inner Melbourne. Josef was recruited to initially work for 3 hours a week on a Friday to support the Executive Team prior to, and during, their weekly meeting.

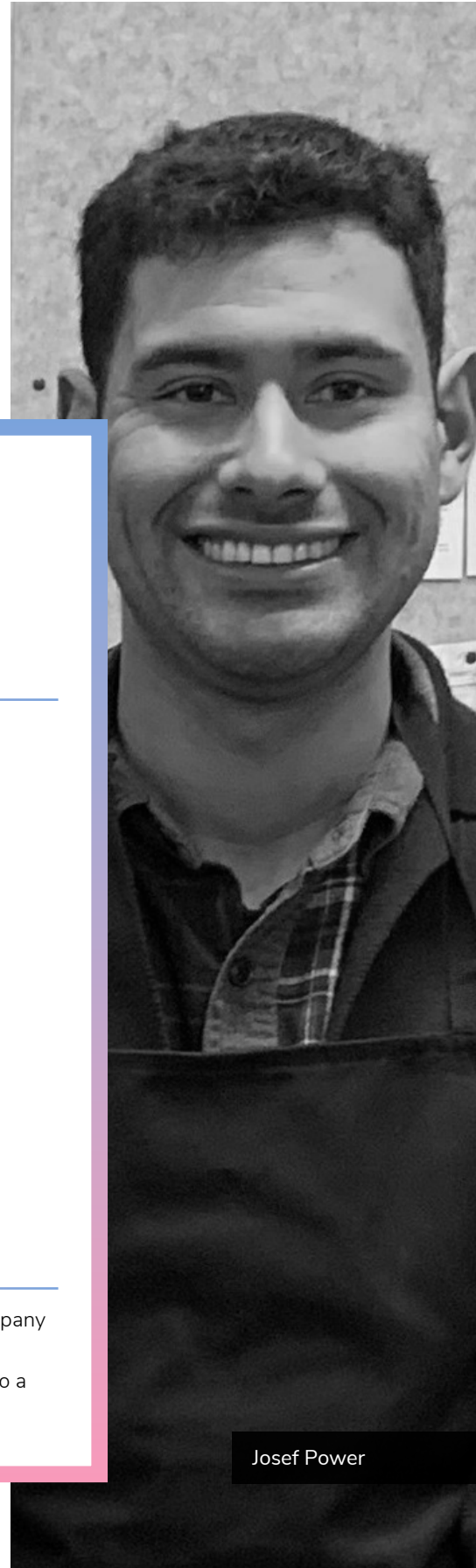
A clear task list was put together for Josef so that he understood exactly what was expected of him.

The task list was very specific:

1. Make tea and coffee for each staff member as they arrive at the meeting
2. Prepare morning tea for the staff meeting:
 - 2.1. Get the credit card from the manager
 - 2.2. Get the shopping bag
 - 2.3. Get the shopping list – carrots, cucumber, two cheeses, two dips, Turkish bread
 - 2.4. Do the shopping
 - 2.5. Return the credit card to the manager
 - 2.6. Wash hands and put on gloves and an apron
 - 2.7. Wash and cut carrots and cucumber, place all food on platters and put cheese knives out.
3. Ring bell when morning tea is ready (approximately 10.45am)
4. Water plants while staff have morning tea
5. Clean up plates and cups after morning tea
6. Put dirty dishes in the dish-washer
7. Clean out fridge checking use by dates

Josef was very efficient. He prepared a healthy morning tea for staff, saved the company money from outside catering and left the office with a clean kitchen and fridge.

Josef soon became a vital member of the architect team. His hours were extended to a full day with additional cleaning and office tasks added to his daily task list.



Josef Power

6. Identifying roles, recruitment and induction continued

6.2.

Advertising, interviewing and appointing

All advertising within an LGA includes statements about Equal Opportunity.

6.2.1. The advertisement

Where a position has been assessed as one that is available for a person with Intellectual Disability, a statement saying people with disability, including intellectual disability, are encouraged to apply should be included in the advertisement.

The position will be advertised through the LGA usual process and channels. In addition, it should be sent to Disability organisations State-wide and within the municipality, with a request to pass it on to their constituents. The aim is to reach the broadest possible audience of people with disability. Some examples include (noting this list is by no means exhaustive):

- The LGA may have a Disability Advisory Council
- VALID (advocacy organisation for people with Intellectual Disability)
- Disability Resource Centre
- Local Disability Employment Services (DES)

The Advertisement should be written in plain English, be simple and clear, avoiding acronyms or jargon.

The ability to have a support person to assist through the recruitment process, including during the interview, should be included in the Advertisement.

A role in the Amenities team may have an Advertisement like this (with appropriate marketing material from the LGA added):

Amenities worker

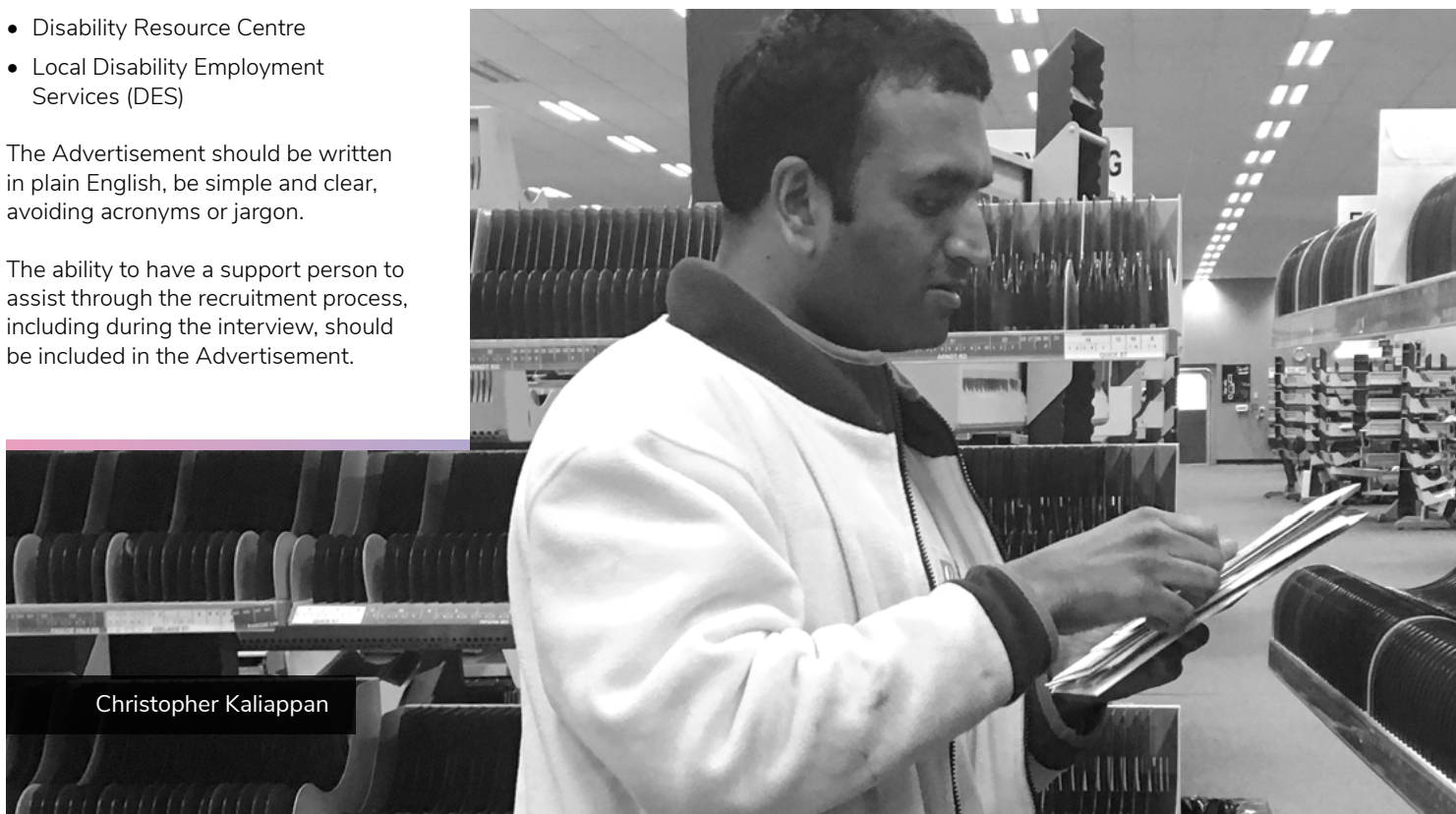
The ABC LGA is a great place to work. We offer a diverse, flexible and supportive work place. We have designed a part-time Amenities Worker role to be filled by a person with intellectual disability.

If successful, you will be:

- given lots of support to learn the job
- working with a friendly, supportive team for up 3–6 hours per week (on one day)
- doing things like Minor maintenance and cleaning in public areas.
- paid \$24.20 per hour PLUS allowances (more money) for starting early, at 5.30am in the morning

If you are hard-working, reliable, able to work safely (and keep others safe), have good attention to detail, have an intellectual disability and want to know more ring the HR Manager on **9333 3333**. The Manager can tell you how to apply for the job and the support that can be provided to you. You can also look at the job on our website: www.ABC.vic.gov.au

Applications close on 1 January 2022.



Christopher Kaliappan

6.2.2.

The position description and daily task list

A position description is a documented outline of the significant duties, responsibilities and nature of the job to be performed. A position description is not a detailed record of every task performed. It should be developed in terms of required outputs rather than specific activities.

In drafting a position description for a role that may be filled by a staff member with intellectual disability:

- use plain English
- use positive, person first language e.g., talk about staff with intellectual disability, rather than disabled person
- use gender neutral job titles (e.g., Draftsperson rather than Draftsman)

A template has been developed that gives you an example of a generic Position Description within an LGA compared to an Amenities Position Description suitable for a person with Intellectual Disability. It is anticipated that this template may be a Guide to reviewing Position Descriptions. The template is available in the attachments section at the end of this Resource Guide.

The use of positive, person-first language is very important when reviewing both Advertisements and Position Descriptions. A very useful guide, written by people with disability, can be found at **People with Disability Australia Language Guide**.

The choices people make about the language they use can have a significant impact on the way people with a disability feel about themselves and how they may be perceived in society.

6.2.3.

Develop a daily task list

A daily task list can provide clarity and structure for the staff member with Intellectual Disability. The list should be developed with the staff member themselves and presented in a way that is meaningful to the person – some people will be able to read and follow text, others may find it helpful to have pictures illustrating the task.



The daily task list, using the Amenities role as an example is an extraction, simplified version of the Position Description:

Public amenities officer Daily task list

Start time – 5.30am

Meet the crew at the depot

1. At each stop, clean the public toilets
2. At each stop, pick up any rubbish and put in the bins
3. At each stop, clean any BBQs and picnic tables
4. If you see anything that needs fixing, talk to the Crew Team Leader about it
5. Ask the Crew Team Leader if there is anything else that needs doing.

6. Identifying roles, recruitment and induction continued

6.3.

The Interview

Preparation for the interviewers and the interviewee with Intellectual Disability is essential to achieve a good outcome that adds value to the LGA.

6.3.1.

The Interview panel

There should be no more than two⁶ people on the interview panel. Three or more interviewers can be overwhelming for the interviewee.

If possible, one of the interviewers should be a person with lived experience of disability.

The Human Resource Department should ensure that the interview panel has had training in interview techniques with people with Intellectual Disability.

6.3.2.

Before setting up an interview

It is helpful if a telephone conversation takes place with the candidate with Intellectual Disability prior to an interview being confirmed. During this conversation:

- Talk about the role at Council and the support that could be provided
- Ask the candidate if there is anything they do not understand about the role or if they need more information
- If the candidate has not done so already, ask them to send you a copy of their resume.
- Arrange to send the candidate the position description and a copy of two questions they will be asked at the interview. These two questions give the candidate an idea of what

to expect, and will give them the chance to practice. Examples of the two questions are:

- Why do you want this job?
- What skills or qualities do you have that would be good for this job?
- If you know when the interviews are happening, tell the candidate when and where they will take place.
- Tell the candidate that they will be sent a letter with this information if they are given an interview.
- Tell the candidate they will be able to bring a support person to the interview if they need to and explain what the role of the support person is.

6.3.3.

At the interview

- Meet with the person with Intellectual Disability in an accessible, comfortable venue. If the role is, e.g., the Amenities role, it may be good to find a room at The Depot where the role will be based.
- Note if the interviewee has brought a support person if needed. Explain that the role of the support person is to assist with understanding and communication where needed, not to answer on behalf of the interviewee.
- Explain to the candidate how and why questions will be asked – refer to the two questions that were provided and start with these.
- Base the interview on the areas and tasks in the position description. Information about the policies and procedures of the LGA can be given during induction.
- Keep the questions short, one idea per question and concrete. Do not use acronyms or jargon if possible. If you do, explain what they mean.

- Ask the interviewee to provide any certificates or evidence of professional development they have been involved in.
- Explain that the interviewee will need a National Police Check and any other regulatory checks to meet compliance e.g., a Working with Children Check if this is required for the role.
- Confirm any reasonable adjustments that may need to be made if they are the successful candidate. This may be equipment, specialised soft-ware or changes to the flow of the work during the day.
- Clarify availability for the role
 - days and hours
- Confirm details for referees

6.3.4.

Post interview

The interview panel will then review the answers of each candidate and select the most suitable for the role. Remember, the role must add value to the LGA so the most suitable person needs to be appointed.

It is preferable to let the candidate/s know the outcome of the recruitment process within 48 hours of the interview if possible. The concept of waiting is challenging for some people with Intellectual Disability.

Provide an opportunity for all candidates to receive feedback, in a style that meets their communication needs (written or verbal).

The LGA recruitment process then proceeds as normal.

6. Note that in this resource we are using the number, rather than writing it in full e.g., two or three. People with Intellectual Disability generally read numbers more easily than the words.

7. Legal requirements

One of the expressed concerns for businesses or employers when considering appointing a person with disability is that there is a 'higher risk that something may go wrong' and that this may cause problems or even legal issues later. The reality is quite the opposite. The care that employers need to take to ensure that staff are safe is the same regardless of disability. Research also indicates that there is less risk (e.g., work cover claims) amongst workers with a disability⁷.

In regards to employment, the **Disability Discrimination Act 1992** prohibits discrimination against people with disability throughout all stages of the employment process, including:

- recruitment processes such as advertising, interviewing, and other selection processes;
- decisions on who will get the job;
- terms and conditions of employment such as pay rates, work hours, job design and leave entitlements;
- promotion, transfer, training or other benefits associated with employment; or
- termination of employment, demotion or retrenchment.



Jamal Naaman

7.1.

Duty of care

The principle of duty of care in the workplace applies to management's responsibility to all staff. The employer has an obligation (or duty) to make sure that all staff are safe. This means that the employer must anticipate the risks and take care to prevent them causing harm as much as is practicable. The *OHS Act Vic 2004* points out that all workers, including those with disability, have effective access to relevant information and training, and any reasonable adjustments required to equipment, facilities or work procedures to ensure safety for all workers.

Disability Employment Australia have produced a very useful **Guide to Employing Staff with Disability**⁸. The advice in the Guide is to immediately consult with a new employee with disability on their individual situation and confirm that they are able to follow the safety requirements of the business. This will assist in identifying any reasonable adjustments that may be required.

Reasonable adjustments will vary with the needs of the employee with disability. Some adjustments may be physical with changes to work stations or equipment. Some may be technical with changes to software or systems. Some will be process driven, with changes to language and style in position descriptions, interview questions, induction and instructions about tasks. An example could be giving verbal instructions rather than written documents. Another example could be assigning a work colleague of the new staff member as a buddy until they become familiar with the role and workplace.

Reasonable adjustment does not need to be complex or costly. It simply needs to address the issues the staff member with intellectual disability has identified during consultation.

7.2.

Anti-discrimination legislation

There are the similar obligations that arise under *The Equal Opportunity Act 2010 Victoria*.

In Australia, it is against the law to discriminate against people with disability in a range of life areas, including employment.

Peoples' rights are protected through the 1992 *Commonwealth Disability Discrimination Act (DDA)*.

Australia is a signatory to the UN convention on the Rights of Persons with a Disability (CRPD). Article 27 of the CRPD states that signatories:

- Recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.
- Promote the employment of persons with disabilities through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures including ensuring that reasonable accommodation is provided to persons with disabilities in the workplace;

It is important to know what the needs of a staff member with disability are and to make 'reasonable adjustment' to the workplace to accommodate those needs.

A person with intellectual disability is not legally required to share information about their disability unless a workplace/role adjustment is needed or there is a risk to workplace safety.

7. Australian Safety and Compensation Council, 2007. Are people with Disability at Risk at Work? Du Paul University.

8. See www.guide.disabilityemployment.org.au/resources/occupational_health_and_safety

9. See article 27.

8. References

| | |
|---|--|
| Australian Disability Network | www.and.org.au Various articles, fact sheets and information about employment of people with disability |
| Australian Safety and Compensation Council, 2007 | Are people with Disability at Risk? Du Paul University. |
| www.autism-society.org | NACBHDD article; The importance of work for individuals with intellectual/developmental disabilities (2018) |
| Brotherhood of St Laurence, Research & Policy Centre | Mupanemuda, 2020 Councils as employers of choice: Working Paper |
| Disability Employment Australia | www.disabilityemployment.org.au |
| do2Learn | Intellectual Disability: Strategies. Educational Resources for Special Needs 1999 www.do2learn.com |
| Down Syndrome Australia | Down Syndrome and employment, www.downsyndrome.org.au |
| Education to Employment, University of Western Sydney | Key facts on intellectual disability paper |
| Government of Western Australia, Department of Communities | Accessible interviewing, Disability Employer Resource; Myths and Facts checklist |
| JobAccess | www.jobaccess.gov.au : Various articles and useful information about the support available through JobAccess |
| Journal of Vocational Rehabilitation, | Employer benefits and costs of employing a person with a disability, Vol 17, no. 4 p. 251-263 |
| Endeavour Foundation | 19 good reasons to hire someone with intellectual disability 19 good reasons to hire someone with intellectual disability (www.endeavour.com.au) |
| National Association of County Behavioural Health & Developmental Disability Directors (NACBHDD) | The importance of work for individuals with intellectual/developmental disabilities 2018 |
| National Disability Services | Ticket to Work. Various articles and useful resources. www.tickettowork.org.au |
| Office for Disability Issues, New Zealand | A guide to making Easy Read Information, 2020 |
| People with disability Australia | pwd@pwd.org.au |
| Safe Work Australia | www.safeworkaustralia.gov.au ; OHS reports |
| SHRM – Better Workplaces, Better Worlds | Hiring People with Intellectual Disabilities, Linda Wasmer Andrews, 2005 www.shrm.org |
| US Senate Committee on Health, Education, Labor and Pensions | Final report, Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities |

Appendices

Appendix 1: Templates that may be useful

Instructions for Preparing Position Descriptions for roles suitable for staff with intellectual disability

www.catalysttds.com.au/wp-content/uploads/2021/07/Position-Description-Template-V1.pdf

General Recruitment Process (for Local Government Areas)

www.catalysttds.com.au/wp-content/uploads/2021/07/Recruitment-Process-for-Staff-with-Intellectual-Disability.pdf

A Notification of Interview

www.catalysttds.com.au/wp-content/uploads/2021/07/Attachment-A-Notification-of-Interview.pdf

Potential interview questions

www.catalysttds.com.au/wp-content/uploads/2021/07/Attachment-B-Potential-Interview-Questions.pdf

Candidate Rating

www.catalysttds.com.au/wp-content/uploads/2021/07/Attachment-C.pdf

Self-Assessment Checklist for Employing Staff with Intellectual Disability

www.catalysttds.com.au/wp-content/uploads/2021/07/Attachment-D-Self-Assessment-Checklist-for-employing-staff-with-Intellectual-Disability-V2.docx

Appendix 2: Transformative Employment Opportunities for people with intellectual disability in Local Government Areas (LGAs) Project Overview

In 2019, catalyst training & disability services (catalyst) received funding from the National Disability Insurance Scheme (NDIS) Information, Linkages and Community (ILC) grant to develop employment opportunities for people with intellectual disability during 2019 and 2020.

Two LGAs, one metropolitan and one regional, formally agreed to participate in the design and implementation of a replicable model of recruitment, support and paid employment for adults with intellectual disability. The project was designed to operate at a deep level of cultural change, developing the capacity of the LGAs to support and retain employees with Intellectual Disability.

Each Local Government agreed to identify and commit to three paid positions, with catalyst offering advice, training and support to ensure the success of employees with an intellectual disability.

An action research component was built into the model with an experienced researcher working closely with participants throughout the length of the project.

A Steering Committee, chaired by a manager from the respective LGA, was established with membership from people with disability, carers, employment specialists, the researcher from Melbourne University and catalyst.

The project focused on building capacity with LGAs to identify valued roles that can be delivered by people with an intellectual disability. This Guide for LGAs is one of the outcomes of the project and details how LGAs can work with staff with intellectual disability.

The COVID-19 Pandemic caused major disruption to businesses across Victoria, including LGAs. Community facilities were closed and staff worked from home. Recruitment stopped other than for essential services. This had significant impacts on the project and the outcomes. While extensions were granted by the NDIS, the paid roles discussed in the early stages of the project did not come to fruition. Nonetheless, the Steering Committees continued to meet to discuss employment, recruitment and the development of this Resource Guide.



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